

ADULT EDUCATION AND LITERACY

ASSESSMENT POLICY GUIDELINES

PROGRAM YEAR 2014



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PREFACE

Assessment of adult education and literacy students is an essential part of providing an exemplary educational program that will help students reach success. This document is designed to provide guidelines pertaining to standardized assessment practices in Iowa's adult education and literacy (AEL) program. This document fulfills the mandate from the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL) that each state develop, publish, and implement a written assessment policy on an annual basis.

The Iowa Department of Education requires all eligible AEL program providers to utilize state and National Reporting System (NRS) approved standardized assessment instruments to report educational gain benchmarks by educational functioning levels (EFLs). The utilization of common assessment instruments based on the same standard scale score provides standardized data and progress reports across all of Iowa's AEL eligible providers. This document describes the assessment process currently implemented in Iowa's AEL program.

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Introduction

The Iowa Assessment Policy Guidelines provides the guidance for implementing a comprehensive state and local assessment policy. These guidelines are consistent with the Office of Vocation and Adult Education (OVAE) and the National Reporting System (NRS). The NRS is the accountability system for the federally funded adult education and literacy program mandated by WIA, Title II. Iowa's adult education and literacy instructional programs include adult basic education, English-as-a-Second-Language (ESL), and adult secondary education. The objective of the assessment policy guidelines is to identify key areas that support:

- Selection and use of appropriate assessment instruments
- Appropriate test administration, scoring, and reporting of test scores.
- Pre and post testing after the recommended hours of instructional intervention.
- Certification of level and program completion.
- Appropriate use of tests results to inform instruction and improve programs.
- Reporting valid and reliable assessment results and related information for accountability
- Staff training and test security requirements for staff that administer the standardized assessments and use the database management system

NEED FOR AN ASSESSMENT POLICY

Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in literacy and language skills for adult learners. To ensure accuracy and consistency, the Iowa Department of Education prescribes that Iowa's AEL programs use standardized assessments with proven validity, reliability, and are approved for use by the NRS.

- Validity refers to the extent to which the instrument measures what it is intended to measure. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the educational functioning levels (EFL).
- Reliability refers to the degree of consistency in performance of an assessment: that is, the extent to which an examinee would be expected to perform similarly across multiple administration of the instrument or under different conditions.

Standardized assessment data are used to place students at appropriate levels of instruction; to diagnose student strengths and weaknesses, to monitor progress, and to certify student mastery at specific levels of instruction or readiness to exit adult education. In addition, data drives program quality, professional development, and program targets. Results from assessment provide the basis for local program desktop monitoring and site visit monitoring. Uniform implementation of policy allows for program comparison across program years, as well as comparability across programs within the state. Consistent policy ensures standardization.

PURPOSES AND USES OF ASSESSMENT

Iowa adult education and literacy (AEL) programs are encouraged to use a variety of assessments to assist in informing instruction. Standardized assessments used to document student placement, progress, and level completion are described in detail in subsequent sections of this document. Informal assessments such as teacher-made tests, diagnostic assessments, unit tests, applied performance assessments, and student observations are also encouraged to monitor learning and to inform instruction on an ongoing basis.

Summary and Overview

APPRAISAL AND LOCATOR TESTS

An appraisal/locator test is used to help determine the appropriate pre test to administer. Web-based locators will be utilized when available in the approved test series. When administering web-based locators, follow the vendor recommended guidelines in advising students to spend no more than one minute per question, within the locator.

Locators may not be used as a pre test or to measure learner progress. Published test administration manuals (TAMs) include specific recommendations about which level of pre test to administer based on the appraisal test score. Current web-based assessment provides locators for reading, math, and listening. Web-based locators will be administered prior to the standardized assessment administration that levels the student in an Educational Functioning Level (EFL). Learner placement occurs prior to instructional intervention. Educational gain may not be determined by administration of a locator.

Iowa Adult Education and Literacy Appraisal/Locator Tests

Appraisal/Locator Tests	ESL	ABE/ASE
CASAS ESL		
Reading	✓	
Listening	✓	
CASAS ABE/ASE		
Reading		✓
Math		✓
CASAS Employability		
Reading	✓	✓
Math		✓

Since there is no appraisal or locator for WorkKeys®, this assessment should be administered only after an initial intake process indicates the student may score high enough for placement in ASE High, ASE Low or ABE High Intermediate EFL levels. This can be done by reviewing recent academic records, including last grade completed, grade point average, and last date attended. Failure of a student to score within range of adult basic education intermediate high and adult secondary education high will result in retesting.

IOWA CORRECTIONS PILOT TESTING

Iowa AEL programs, in agreement with the Department of Corrections will pilot the process of tracking corrections students through TOPSpro® Enterprise. The state AEL team will coordinate the third party import of the Test of Adult Basic Education (TABE) scores into TOPSpro® Enterprise. Local programs will need to work with staff to ensure that hours of instruction for corrections students are being entered in TE® in a timely manner as required by NRS. Test publisher guidelines for administration of locators/appraisals will be followed.

Iowa Adult Education and Literacy TABE Locators by Instructional Programs

Appraisal/Locator Tests	ESL	ABE/ASE
TABE CLAS-E		
Reading	✓	
Writing	✓	
Speaking	✓	
Listening	✓	
TABE Locator		
Reading		✓
Total Math		✓
Language		✓
TABE Word List		✓

INITIAL TEST / PRE TEST

The initial test/pre test is the basis for placing students in an entering instructional program and subsequent EFL. It is the baseline on which programs measure student learning gains.

In program year 2014, minimum pre test assessment standards are set at the following:

Instructional Program	Required Minimum Tests	Modalities Available
ESL	1	Reading and Listening
ABE/ASE	2	Reading and Math

Processes will be established to ensure that pre testing occurs to determine if the student is eligible for AEFLA funded programs. Students scoring 251 or above on the lowest pre test administered are not eligible for AEFLA funded services and will be referred to an appropriate agency or provider. Appropriate processes that ensure pre testing occurs include established orientation times, a centralized point of intake, and a local program policy that requires pre testing of all students before class enrollment.

PROGRESS/ POST TESTING

Any test given after the initial test is called a progress test or post test. A student may have multiple post tests. Educational gain is determined by comparing the student's initial EFL with the subsequent EFL when reassessed with the standardized assessment. It is important to note that **if a student is not progress/post tested, level completion cannot be determined.**

Iowa Adult Education and Literacy Progress Testing by Instructional Program

Progress Test	ESL	ABE/ASE
CASAS Employability Competency System (ECS)		
Reading	✓	✓
Math		✓
Listening	✓	
CASAS Life and Work		
Reading	✓	✓
CASAS Life Skills		
Reading (Forms 27 and 28)	✓	✓
Math		✓
CASAS Reading for Citizenship		
Reading	✓	
CASAS Secondary Learning Assessment		
Reading		✓
Math		✓
*WorkKeys®		
Reading for Information		✓
Applied Mathematics		✓

*Note: WorkKeys® is NRS approved only at the ABE Intermediate High, ASE Low and ASE High EFLs.

STUDENT GOALS, INSTRUCTIONAL PROGRAM, ASSESSMENT AND INSTRUCTIONAL FOCUS

Adult education and literacy programs will select standardized assessments based on a student's goals and the instructional focus of the program:

- English-as-a-Second-Language (ESL)
- High School completion
- Transitions to Postsecondary education or training
- Basic skills
- Life skills
- Employability

Upon program entry, the student will complete enrollment forms, including goal-setting. Based upon the student's goals, the program will select the appropriate NRS instructional program ESL, ABE, or ASE.

1. Programs will administer the minimum number of assessments based on the appropriate instructional program.
2. Instructional intervention will occur in the area of the lowest scaled score modality.
3. If the student goal conflicts with the lowest scaled score modality, **instructional intervention will occur in the area supporting the student goal.** For example, if a student sets a goal of "Improve Basic Skills" and has a documented personal goal of increasing reading fluency, the program would assess in reading and math. To best meet the student's goal, the program would provide targeted reading instruction. After sufficient hours of instruction the student would be post tested in reading.

POST TEST MATCH TARGET FOR PROGRAM YEAR 2014

Iowa's adult literacy programs are required to have percentage target post test benchmarks for all enrollees. ***Iowa has established that programs will post test a minimum of 50% of all enrollees in program year 2014.***

IOWA CORRECTIONS PILOT

The federal registry of approved assessments include the following Test of Adult Basic Education (TABE) that will be used by the Department of Corrections during the pilot. These assessment scores will be entered into the TOP-Spro® Enterprise. The only way for TE® to differentiate between a pre/initial and a progress/post test is to have recorded hours of instruction between each assessment. Administrators will coordinate data entry of additional information, required by the NRS, of each student in the corrections program. Vendor training requirements and recommendations for administration of TABE assessments will be followed.

Testing by Instructional Program

Progress Test	ESL	ABE/ASE
TABE CLAS-E		
Reading	✓	
Writing	✓	
Speaking	✓	
Listening	✓	
TABE 9/10		
Reading		✓
Math		✓

Section 100: General Guidelines

- A. All Iowa AEL programs must employ proper testing, scoring and reporting protocols for the standardized instrument (s) being used.
- B. All staff administering a standardized assessment must be trained and/or certified (frequency is dependent upon the administration requirements of the vendor) in the proper test administration procedures provided by the assessment vendor. (See [Section 900](#)).
- C. Programs must keep a record of all persons trained for each assessment and who conducted the training. Training must include NRS policy, accountability policies, data collection process, definitions of measures and conducting, and interpreting assessments. (The [Assessment Training Verification Form](#) is used to document staff training on standardized assessments.)
- D. All programs must complete the [Local Program Data Quality Checklist](#), annually to verify that they are following correct processes and procedures regarding NRS data quality standards. Local program data is monitored throughout the year.
- E. Guidelines for Administering Pre tests

Programs will administer a locator for guidance on the appropriate pre test to administer (when available on web-based assessments). The locator may not be used for placement or post testing. If a locator is not available, programs must use alternative research based methods to determine the appropriate placement test.

- 1. Students must be pre tested with two ABE/ASE or one ESL approved standardized assessment, prior to receiving 12 hours of adult education and literacy services.
- 2. As a result of the pre test, students must be placed for instruction according to their lowest educational functioning level (EFL) as determined by scaled scores on the standardized assessment. If a student has a specific academic goal that differs from the lowest pre test score, class assignment will occur based on the student goal. Programs are encouraged to record progress in all areas in which instruction is provided.
- 3. Programs should determine whether to administer a new pre test to students who have “stopped out” and have not attended consistently within the last 90 days. This decision should be based on when the student’s last assessment was given and the student’s progress as documented in the student file.
- 4. For continuing students, test scores from the previous year may be rolled forward and used as pre test scores for the new program year as long as testing occurred May 12 or after. For reporting purposes, the pre test date for the new program year will agree with the student’s entry date of the new program year.

- F. Guidelines for Administering Progress/Post tests

- 1. Programs will administer post tests to a minimum of 50% of students in all instructional programs ABE, ASE, and ESL with an approved standardized assessment. The program goal is to measure educational gain through a progress test for all enrolled students.
- 2. The same standardized assessment (e.g., CASAS, WorkKeys®, and TABE) used for placement must also be used for the progress/post test to ensure a match.
- 3. Programs will follow the test vendors guidelines to determine the alternate test form used for progress/post test. The test form used for progress/post testing will either be in the lowest EFL modality or in the area of instructional focus. There will not be an alternate test form for WorkKeys®.
- 4. To assure valid test results, sufficient instructional time must occur between tests. The vendors minimum hours required between pre and progress/post testing must be strictly followed. Any subsequent progress/post test administered needs to be done after sufficient instruction but is not restricted to the initial minimum requirement.
- 5. Programs must document each of the exceptions it makes to the recommended time frames for administering post tests. Completed [Assessment Irregularity Documentation Forms](#) must be retained in students’ assessment files, and must be made available for monitoring purposes. Under no

circumstances should a student with fewer than 40 instructional hours be post-tested. Exceptions should be limited and rare. No more than 15% of a program's students should be excepted from the recommended post testing time frames during one program year. Excessive exceptions will be considered non-compliance.

Hours of Instruction between Pre Test and Initial Progress/Post Test

Test	Vendor Recommendations
CASAS Alternate Form	70-100 hours recommended 40 hours minimum
TABE 9/10* Alternate Form	50-60 hours recommended for ABE levels 1-4 40 hours minimum
	30-59 hours recommended for ASE levels 5-6 30 hours minimum
TABE CLAS-E* Alternate Form	60-95 hours recommended 50 hours minimum
WorkKeys®	The publisher states, "We typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course."

* Iowa Corrections Pilot Only

6. Failure of capturing a progress/post test match when a student has sufficient hours of instruction reduces the ability of a program to demonstrate learning gains.
- G. Guidelines for Tracking Test and Attendance Data (See [Section 400](#)).
1. All testing data must be entered into TOPSpro® Enterprise.
 2. Attendance hours must be entered into TOPSpro® Enterprise monthly. This should be done by following **10th of the month**. Hours of instruction includes those delivered through approved distance education. (Refer to [Iowa's AEL Distance Policy](#) for additional guidance.)
 3. Programs must consistently use the same update method for inputting attendance throughout the year.
- H. Guidelines for Updating Student Records (See [Section 400](#))
1. Programs must review students progress and exit all students without 90 days of instruction and no schedule services, monthly.
- I. Guidelines for Student Record Storage (See [Section 400](#))
1. For monitoring purposes, programs must retain individual student test records in paper form or electronic for no less than three years following their exit from the program.
 2. Security and confidentiality of student records is critical and therefore the access of stored records must be limited to those staff/faculty required as documents might contain personal identifiable information. For more information on student files see [Section 500](#).

Section 200: Adult Basic Education/Adult Secondary Education (ABE/ASE)

The list provided below are the Federal and State approved assessments for Adult Basic Education and Adult Secondary Education for PY 2014.

- A minimum of two approved standardized assessments must be used for educational functioning level placement of all ABE/ASE students. A minimum of one progress/post test must be administered.
- New assessments will only be added at the beginning of the fiscal year. All programs will be notified if new assessments become available and approved for Iowa use.
- Any unapproved assessment used by a program will prevent an eligible students from being reported in the federal tables.

Iowa Adult Education and Literacy Program's Approved ABE/ASE Standardized Assessments

Test	Series	ABE	ASE
CASAS-Comprehensive Adult Student Assessment System			
Reading	Life Skills	✓	✓
	Life and Work	✓	✓
	Employability Competency	✓	✓
	System (ECS)		✓
	Secondary Learning Assessment (SLA)	513, 514	
Math	Life Skills	✓	✓
	ECS	✓	✓
	SLA	505, 506	✓
WorkKeys®			
Reading for Information	110, 120	✓*	✓
Applied Mathematics	210, 220	✓*	✓

(Corrections Only) Approved ABE/ASE Standardized Assessments

Test	Series	ABE/ASE
TABE—Test of Adult Basic Education		
Reading	9/10	✓
Math	9/10	✓

* Adult Basic Education—High Intermediate only

WORKKEYS® ASSESSMENTS

The WorkKeys® assessment should be administered only after an initial screening indicates the student will score at a minimum, ABE Intermediate High. Initial screening could include the following:

- Prior CASAS assessment score of 221-235 (assessments must have been administered within the previous 90 days);
- Oral Interview;
- Student has completed high school, equivalent, or higher level of education; or
- Student has demonstrated sufficient skill sets in reading and/or math.

If a program determines that the student has sufficient skills to be assessed and the assessment score falls below a scaled score of 75 in either reading or math, the program is required to assess the student in an alternative assessment.

The corresponding WorkKeys® scaled score provides the corresponding EFL for use in determining instructional assignment and demonstrating gain. Upon determining a qualifying scaled score, the WorkKeys® raw score must be entered into TOPSpro® Enterprise. (See [Section 100:G](#))

WorkKeys® Assessment	EFL	Scaled Score
Reading for Information	ABE Intermediate High	75-78
	ASE Low	79-81
	ASE High	82-90
Applied Mathematics	ABE Intermediate High	75-77
	ASE Low	78-81
	ASE High	82-90

Qualifying WorkKeys® scores obtained and verified from collaborating agencies (i.e., IowaWorks) will be entered into the TOPSpro® Enterprise. Student enrollment will occur based on the student goals. Instructional hours between testing must be entered in TOPSpro® Enterprise.

GUIDELINES FOR USING SCORES

Vendor test administration manuals (TAMs) provide charts and guidelines for converting raw scores to scale scores. Iowa's adult education and literacy programs will use these charts as reference points. Scaled score ranges have been subdivided into ranges that correspond to the NRS levels.

NRS guidelines prescribe that learners whose initial assessment place them in different instructional levels (i.e. ASE Low and ABE Intermediate High) be placed in the area with the lower score. Placement at the lower instructional level should be the basis of determining which progress/post test to administer. If the student's goal conflicts with the lowest scaled score modality, **instructional intervention will occur in the area supporting the student goal.** (See [Summary and Overview: Progress/Post Testing](#)).

Section 300: English-as-a-Second-Language (ESL)

The list provided below are the Federal and State approved assessments for Adult Basic Education and Adult Secondary Education for PY 2014.

- A. A minimum of two approved standardized assessments must be used for educational functioning level placement of all ABE/ASE students. A minimum of one progress/post test must be administered.
- B. New assessments will only be added at the beginning of the fiscal year. All programs will be notified if new assessments become available and approved for Iowa use.
- C. Any unapproved assessment used by a program will prevent an eligible students from being included in the federal tables.

Iowa Adult Education and Literacy Program's Approved ESL Standardized Assessments

Test	Series	ESL
CASAS-Comprehensive Adult Student Assessment System		
Reading	Life Skills	✓
	Life and Work	✓
	Employability Competency	✓
	System (ECS)	
	Secondary Learning Assessment (SLA)	✓
Listening	NO APPROVED ASSESSEMENT	
Citizenship	Reading for Citizenship	✓
		✓

(Corrections Only) Approved ESL Standardized Assessments

Test	Series	ESL
TABE—Test of Adult Basic Education CLAS-E		
Reading	A & B	✓
Writing	A & B	✓
Listening	A & B	✓
Math	A & B	✓

GUIDELINES FOR ASSIGNING ESL STUDENTS IN INSTRUCTIONAL PROGRAMS

Students scoring 236 and above on the lowest pre test score are ineligible for the EL Civics designation in TOPSpro® Enterprise Special Program Entries and must not have EL Civics designated at the individual student record level. High-level ESL students will be placed in an ASE instructional program if the pre test score is 236 or above.

ESL students in instructional programs “ESL” or “Citizenship” are eligible to be enrolled in “EL Civics” in Special Programs, in TOPSpro® Enterprise if the lowest pre test score is between 180 and 235. **EL Civics designations will be assigned at the individual student record level (not at the class definition or instance level).** In TE®, to ensure that the designation is not removed and programs receive credit for serving EL/Civic students, do **NOT** code “EL Civics” when exiting from the instructional program during the program year.

GUIDELINES FOR USING SCORES

Vendor test administration manuals (TAMs) provide charts and guidelines for converting raw scores to scale scores. Iowa's adult education and literacy programs will use these charts as reference points. Scaled score ranges have been subdivided into ranges that correspond to the NRS levels.

NRS guidelines prescribe that learners whose initial assessment place them in different instructional levels (i.e. ESL Beginning Literacy and ESL Advanced) be placed in the area with the lower score. Placement at the lower instructional level should be the basis of determining which progress/post test to administer. If the student's goal conflicts with the lowest scaled score modality, **instructional intervention will occur in the area supporting the student goal.** (See [Summary and Overview: Progress/Post Testing](#)).

Section 400: Data Monitoring and Reporting

GUIDELINES FOR DATA QUALITY EXPECTATIONS

Iowa local programs will follow processes to ensure federal reporting requirements are met. The Iowa AEL office will monitor local program databases quarterly to review local program data for compliance issues (See [Section 100: G, H, and I](#)). The following expectations are included in the review:

- Student attendance data;
 - Student attendance data must be entered monthly, this should be done by the 10th of the following month. Attendance should be entered by using the Student Update entry consistently throughout the year.
- Student Update Status;
 - Programs will need to exit students who have left the program or have not attended class for 90 days with no scheduled services on a continual basis.
- Data Integrity Report;
 - Programs are required to generate and review the data integrity report monthly and the timestamp for the last running of the report will be reviewed.
- Testing data;
 - All enrolled students with more than twelve (12) hours of attendance will have a pre test score entered in TOPSpro® Enterprise. Pre test information should be entered in TE® within two weeks of its administration, this allows up-to-date check of the program's enrollment at each Educational Functioning Level. Any student that scores below the accurate scaled score range must have the scores scanned or entered into TE® utilizing the item level answer data entry form.
 - All students with sufficient hours of instruction and have been administered a progress/post test must have that test entered in TOPSpro® Enterprise within two weeks of its administration.

Quarterly monitoring by the state may include requests to the local program to provide a sample of student files based upon requirements of the [Local Program Data Quality Checklist](#).

GUIDELINES FOR SECURITY AND CONFIDENTIALITY OF STUDENT RECORDS

Iowa, as a data matching state must comply with the Code of Federal Regulations (CFR) Title 34, Part 99 – Family Educational Rights and Privacy. The regulations in 34 CFR §99.31, which were published on December 2, 2011, articulate the specific conditions under which information may be disclosed or shared. As programs collect personal identifiable information (PII), a process must be in place to ensure that the confidentiality and security of the students being served is protected. The following two processes have been approved as policy effective March 2013.

(1) Prior Written Consent -

Educational agencies and postsecondary institutions have greater flexibility in disclosing protected information contained within an eligible student's educational record if the student, or his or her parent, has provided **prior written consent** for the disclosure of information. Obtaining prior written consent satisfies all other conditions associated with conducting record matching. Prior consent is established when an eligible student or parent signs and dates a statement that:

1. Specifies the records that may be disclosed;
2. States the purpose of the disclosure; and
3. Identifies the party to whom disclosure may be made.

(2)Written Agreements -

To limit creating a procedure that may serve to only increase costs and provide less privacy protection, a reasonable method deemed appropriate and within the guidelines offered by the Department of Education would be a signed **written agreement**. This agreement would serve to provide assurances from all staff responsible for handling the collecting and reporting of personally identifiable information (PII). The written agreement must:

1. Designate the individual as an authorized representative;
2. Specify the information to be disclosed and the purpose for using it;
3. State that the information when no longer needed will be destroyed; and
4. Establish policies and procedures to protect personally identifiable information (PII) from further disclosure and unauthorized use.

ADDITIONAL GUIDELINES FOR ASSESSMENT PROCESSES AND DATA QUALITY

- A. Scale scores must be used to report educational gain. Scale scores are more reliable than grade level equivalents for comparing student achievement over time on the same test. Scale scores also show when a student has small increments of gain which is more helpful for students and teachers to see evidence of student learning.
- B. Level completion is determined when the student's standardized test scale score meets the highest scale score within each educational functioning level of initial placement. Level completion and advancement is determined when a student's standardized test scale score meets and exceeds the highest score within the educational functioning level of initial placement. See Appendices [A](#), [B](#), and [C](#) for NRS descriptions of scaled score level completions for each vendor.
- C. If the student has a secondary credential and the pre test score meets or exceeds the highest scale score of level 6 completion in the tracked subject area, the student should not be enrolled in the adult education and literacy program. For example, a student in need of math remediation has a high school diploma and wants to go on to postsecondary education. If the math pre test score is 251 the student does not qualify for adult education and literacy services. Based on the goal area and scale score, the student should be referred to another program.
- D. If the student does not have a secondary credential and the pre test score meets or exceeds Level 6 completion, the student may be enrolled in the AEL program. This student has two options for showing Level 6 completion:
 - Student achieves a high school equivalency diploma.
 - Student shows a level completion gain in the post test scale score occurs.
- E. Programs will follow test administration protocol regarding scoring. Scores are most reliable when they fall near the middle of the distribution of scores in the corresponding EFL. Scores near the high end of the test indicate the student may know more than the test level allowed them to demonstrate. Students with scaled scores at the lower end may give little information about the student's skills. If the student is retested, testing must occur before instructional intervention

GUIDELINES FOR USE OF SOCIAL SECURITY NUMBERS AND DATA MATCH REQUIREMENTS

The state of Iowa uses data matching as the methodology to follow up on NRS core measures. The Social Security Number (SSN) of the student will be used to match data with Iowa Workforce Development (IWD) unemployment insurance (UI) records and other records used by IWD.

The following policy statement was issued to adult education coordinators on March 2013.

POLICY STATEMENT

- 1. All Adult Education and Literacy (AEL) programs funded in Iowa by the Adult Education and Family Literacy Act (AEFLA) are required to participate in the state data match process.*
- 2. All AEL programs are to ask all students for their social security number during the admission process. Student social security numbers will be entered into TOPSpro® Enterprise and will be used for the state data match follow-up report of student employment, entry into postsecondary education and training, and HSED completion.*

The SSN of the individual student is used by the State Adult Education and Literacy (AEL) program only to search records and is not released to any other third party individual or agency. Accurate SSNs are critical to the success of the data matching process. Local programs are responsible for checking enrollment information for missing or invalid SSNs and are prohibited from “making up” a SSN for a student. If a student fails to provide his/her SSN, local programs should follow up with the student to obtain the SSN.

While SSNs are not a requirement of participation in WIA Title II programs, adult education programs must attempt to gather Social Security information from students. A student may refuse to provide his/her SSN to a local program; however, local program personnel will explain how this information is used and its importance in demonstrating program performance. This can be done by indicating to students:

1. The purpose (s) for requesting a social security number;
2. The fact that this data is kept confidential;
3. Student names and other personal identifiers are not disclosed in the federal reporting process; and
4. The need to have accurate data for outcome reporting to continued federal support for the program.

Section 500: Student Files

Student files are used to help students and teachers gauge learning and target instruction. Iowa AEL programs will keep up-to-date student files. The local program student file system may be electronically stored containing scanned original documents. Local programs choosing an electronic filing system are required to ensure records are also stored and backed up within an institutional backup system in order to prevent record loss.

Programs are responsible for having the following student-related records on file. Optional records are indicated.

- Adult Education and Literacy Student or English Language Learner Enrollment Forms.
- Release Form for 16- and 17-Year-Old Students.
- Prior written consent (as program directed).
- Adult Student Conduct Form for Adult Education Classes (optional).
- Individual student's assessment scores.
- Individual student's Learning Style Inventory (optional).
- Student Attendance—Student sign-in sheets accessible and available to state upon request
- Student Competency and Progress Reports with any supporting Student Sign-in Sheets.
- Entering Postsecondary/Training or Employment Survey Verification Forms (if applicable).
- Any additional student data requested by the state.

Non-secured	Secured
Student Name	Personal Identifiable Information demographics
Teacher Name	Standardized Test Scores
Program Name	Release of Information forms
Instructional implications from screenings	Screenings and Inventories (LD screenings and learning style inventories)
Long term goals and timelines	
Short term goals and timelines	
Student work to document progress toward and mastery of standards and benchmarks.	

Programs should maintain all required records for three years (current fiscal year and two prior fiscal years). The student file will be reviewed during monitoring based on a random sampling of current program year students. Missing records could result in a program recommendation or finding. To ensure that student files are current, programs should update them on an ongoing basis (at least every 90 calendar days).

Student Intake templates may be found on the Iowa Department of Education website www.educateiowa.gov and the Wiggio TE and eO workgroup iowateandeo.wiggio.com.

Section 600: Special Programs

Student populations with special designations need to be coded and entered in TOPSpro® Enterprise. Special designation coding creates the ability to disaggregate subsets of students served in AEFLA programs. Students enrolled with a special designation must be assessed using an approved standardized assessment. Special program designation definitions are listed below. Additional coding information may be found in Section I, General Instructions of the [Iowa Data Dictionary](#).

Jail students are within a city or county facility designated to confine or rehabilitate criminal offenders.

Community Corrections students are within a community based rehabilitation facility or halfway house.

State Corrections (TABE Pilot Programs Only) students are within a state correctional institution prison, jail, reformatory, work farm, detention center, or any other similar institution to confine or rehabilitate criminal offenders. For the purposes of coding Special Programs, State corrections refers ONLY to the five Iowa State Correctional Institutions with which community college adult literacy programs have contractual agreements to provide adult education and literacy services with the Iowa Department of Corrections.

Homeless Programs provide instruction designed for homeless adults. A homeless individual is a person lacking a fixed, regular and adequate nighttime residence.

Family Literacy programs provide parent education, adult education and literacy coursework, and child education.

Workplace Education students receive instructional intervention designed to teach specific workplace skills.

Tutoring students are those selected for individualized tutoring services.

Distance Learning students receive at least 51 percent of their instruction delivered via an online platform. Programs offering distance learning must have use a state approved program. For further information, refer to [Iowa's AEL Distance Education Policy](#).

Special Needs are students with physical or mental impairments who, because of the limitations, cannot succeed without accommodations, special education assistance or a modified program. Students needing accommodations must inform local program staff and provide adequate documentation of need (e.g., medical, psychological, vocational rehabilitation reports documenting specific condition or need).

Alternative Education (K-12) are students concurrently enrolled in K-12 and basic skills instruction. This designation would indicate an ineligible AEFLA participant.

Non-traditional Training are students in blended learning environments including basic skills, postsecondary education, and training.

EL Civics students must score 235 or below on the lowest assessment administered in the program year and have an instructional program code of "ESL" or "Citizenship".

CBET designation will be used to indicate a Students Achievement in Reading (STAR) student. All STAR students should be ABE Intermediate Educational Functioning Level.

Carl Perkins students qualify for any of the economically disadvantaged criteria included in the Carl Perkins Career and Technical Education Improvement Act of 2006.

Section 700: Special Populations

Iowa's local adult education and literacy programs are responsible for providing fully accessible services. Accommodations may modify the conditions of administering a test or change the physical presentation of the assessment instrument in order to compensate for the disability. These accommodations are made to allow the test taker with a disability to demonstrate his or her skills and abilities more accurately than if no modifications were made. In all cases, accommodations must meet the needs of the examinee without changing what the test is intended to measure.

- A. Adult learners with disabilities* are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The request for accommodation should be documented in the student file. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the assessment. This information can come from:

- (1) the doctor's report;
- (2) the diagnostic assessment from a certified professional; and
- (3) other clinical records.

The local adult literacy program can often contact the local division of vocational rehabilitation to request documentation of a disability.

- B. Local programs should have in place a Special Learning Needs policy. The local program is responsible for coordinating special needs, staff training as needed, reporting, and accountability for all students served with special needs. An assigned staff/faculty member should be responsible for sharing current information about learning disabilities, ensuring that students are informed about availability of accommodations as part of their enrollment process or orientation, and attending state sponsored training.
- C. The accommodations provided in assessment should be similar to the accommodations used during instruction.
- D. Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without vendor approval. Test administrators often use these same strategies as test taking strategies for other learners who do not have documented disabilities. Students may request to take only one test per day or to test in an alternate quiet room. Learners may also use a variety of strategies when they take a test, such as a plain straight-edge ruler, magnifying strips or glass, colored overlays, ear plugs, and other devices as deemed appropriate. Sample accommodations in test administration procedures or environment are shown below. Examples of these accommodations are extended time, supervised breaks, or sign language interpreter for test administration directions only. The accommodations listed are suggestions only. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodation must be consistent with documentation in the annual plan, such as an IEP. These strategies do not alter the validity of the test results. The local test administrator does not need to contact the vendor when providing these accommodations.

Disability	Test Administration Procedure
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, or written language disorder.	Extended time Alternate schedule Frequent breaks Scribe/writer/alternate room
Deaf or hearing impaired	Sign language interpreter for test directions only
Blind or Visually Impaired	Magnifier
Mobility impairment	Extended time Alternate site/equipment Scribe/writer/

- E. Students assessed with accommodations will be placed in the appropriate instructional program based on the results of their assessment and their learner goals. and will be placed in an EFL using an approved standardized assessment instrument. All adult learners with a disability must have their test, attendance, and other NRS required data entered into TOPSpro® Enterprise for federal reporting.
- F. Accommodated assessments shall be in compliance with test publisher's guidelines and the Americans with Disabilities Act (Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. §§ 12101-12213 (2000). Additional information from the respective vendors is available here:
[Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities](#);
[CTB/McGraw-Hill's Guidelines for Inclusive Test Administration](#); and
[WorkKeys Test Administration and User's Guide](#)
[HSED Test Accommodations](#)

***Note:** Do not code the fields "*Adults with Disabilities*" (Entry field 11, Update Field 6, Test Field 7 and in TE ® "Program Enrollments"). Coding this field drops students from the federal tables and results in non-compliance with AEFLA reporting requirements.

Section 800: Purchasing Assessments

Local adult literacy programs are authorized to order assessments for use in Iowa directly from the test publisher.

Test Vendor Contact Information

Vendor	Assessment (s)	Contact Information
ACT	WorkKeys®	http://www.act.org/workkeys/assess/
CASAS	ECS, Life Skills, Life and Work, SLA, Citizenship	www.casas.org
McGraw Hill	TABE 9/10	http://www.ctb.com/ctb.com/control/childNodesViewAction?categoryId=988&adjBrd=Y

TESTING MATERIALS

Iowa local programs will manage their resources to facilitate the efficient use of Web Test Units (WTUs) through managed intake and a dedicated orientation processes to determine persistence and retention. Local programs are authorized to purchase electronic web-based assessments directly through the vendor. WTUs were distributed for use in PY 2014 based upon a five-year rolling average of total enrollment from 2008-2012. Local programs will purchase additional WTUs with the PY 2014 CASAS allocation upon depletion of the existing units available. The purchase price for Iowa local programs for PY 2014 is \$1.00 per WTU. The state of Iowa pays an additional \$.45 for each assessment administered. This fee supports the technical support associated with TOPSpro® Enterprise.

Local programs are responsible for tracking their allocations and ensuring that there are sufficient WTU for their testing administration needs. Unused WTUs will carry forward. In addition to WTUs, local programs may use their Information Management federal allocation to purchase assessment booklets, paper entry forms and test answer sheets for scanning into TOPSpro® Enterprise.

PY 2014 Local Program Test Allocations from State Leadership Funds

Local Program	Enrollment (5 Year Average)	Percent of Total	WTUs Allocated
NICC	884	3.99%	664
NIACC	470	2.12%	353
ILCC	262	1.18%	197
NCC	498	2.25%	374
ICCC	947	4.27%	712
IVCCD	1049	4.73%	788
HCC	1310	5.91%	985
EICC	2669	12.03%	2,005
KCC	2389	10.77%	1,795
DMAcc	5928	26.73%	2,673
WITCC	1651	7.44%	1,241
IWCC	1275	5.75%	958
SWCC	487	2.19%	366
IHCC	1258	5.67%	945
SCC	1103	4.97%	829

Section 900: Training and Test Security

IOWA TRAINING GUIDELINES

The adult education and literacy state staff, designated state trainers, and local coordinators will collaborate regarding the scheduling and implementation of training in assessment:

- (1) to ensure accurate use of tests,
- (2) to ensure appropriate interpretation of learner results, and
- (3) to maintain the integrity and quality of the assessment process.

One person from each institution is required to be thoroughly trained. Once trained, this individual can train others within his/her respective institution but may not train outside of that institution. Initial and ongoing training of personnel administering assessments is vital to the accuracy and consistency of how students are assessed in Iowa.

New adult education and literacy program coordinators receive one-on-one trainings from the Iowa Department of Education staff. In addition, annual New Coordinator training is provided. All coordinators are encouraged to attend test administration and database management trainings associated with Iowa's adult education and literacy to ensure the ability to monitor and evaluate the effectiveness of their local program. Program specific technical assistance related to online assessment, TOPSpro® Enterprise, and NRS can be requested through the [Request for State TA/ Training for ABE Personnel](#). (Coordinator Handbook pg.56)

The desktop and site monitoring of adult education and literacy programs require that programs report, ***“What percentage of the grant is allocated to staff development related to the NRS?”*** Therefore training for staff and faculty involved in data and assessment is an important part of managing adult education and literacy funds.

THE NATIONAL REPORTING SYSTEM (NRS)

The National Reporting System (NRS) for adult education is an outcome-based reporting system. Developed by the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL) the NRS continues a process through which state adult education and literacy programs manage a reporting system that demonstrates learner outcomes. Refer to [Appendix K](#) for an overview of NRS. The American Institute of Research (AIR) offers specific trainings on the NRS and posts webinars and archived events on their site: <http://www.nrsweb.org/trainings/>. Iowa's adult education and literacy programs are encouraged to know NRS as it is the foundation upon which Federal reporting requirements are defined.

DATABASE MANAGEMENT TRAINING

Iowa utilizes TOPSpro® Enterprise (TE®) data management platform to collect, enter, and report adult education and literacy outcomes. The state of Iowa offers data base professional development opportunities throughout the year to assist programs in ensuring that the data entered meets the NRS guidelines and that the state is compliant with reporting requirements. Registration for trainings may be done through the [Adult Education and Literacy Calendar](#).

TE®'s vendor provides a detailed [instructional manual](#) and online support including [training and webinars](#). This information should be used to support the Iowa specific trainings. A Technology Support Team Member can be reached at 1-800-255-1036 (option 4, available 8am-5pm PST), or by sending an e-mail to techsupport@casas.org. Making contact via this e-mail address alerts a support team to respond as quickly as possible.

VENDOR SPECIFIC ASSESSMENT TRAINING

CASAS

The Comprehensive Adult Student Assessment System (CASAS) is a nonprofit organization that focuses on assessment and curriculum development of basic skills for youth and adults. Iowa primarily utilizes the CASAS inventory of placement assessments that are approved for use by OVAE. Local programs will follow the vendor requirements for the use and administration of paper and web based assessments. Local program staff responsible for administering assessments will complete the requirements for certification and authorization to specific vendor assessments.

CASAS online trainings include:

- Appraisal Training;
- Implementation Training (every other year);
- Beyond Implementation Training;
- eTests Online Proctor and Coordinator Certification Training;
- Test Security Policy and Agreement Training; and
- Citizenship Interview Test (CIT) Certification Training.

Online modules may be accessed at: <http://training.casas.org/course/category.php?id=31>

Implementation trainings address how to use the CASAS competency system to guide targeted instruction for adult learners. Through resources such as Quick Search, a detailed lesson plan and/or list of resources for instruction is available for specific competencies.

Iowa's adult literacy program utilizes a staff development cadre approach to ensure that personnel who have access to assessments are properly trained and certified. Each staff development cadre member is CASAS certified at either the state or national level in their respective training area (e.g., POWER, ESL, Initial Implementation Training, Workforce Learning Systems (WLS), Writing Assessment, TOPSpro® Enterprise eTests Online.)

WorkKeys®

The WorkKeys® assessment system, published by ACT, is a comprehensive system for measuring, communicating and improving the common skills required for success in the workplace. The KeyTrain curriculum is the interactive training system for career readiness skills based on the WorkKeys® assessment system. The National Career Readiness certificate (NCRC) is awarded in four levels based upon the scaled score of the WorkKeys® assessment.

Agencies that offer government-funded testing include:

- Correctional facilities;
- Departments of Labor;
- Workforce Investment Boards;
- Adult Education and Literacy programs; and
- High schools.

WorkKeys® tests are considered high-stakes tests. Therefore, all testing staff are required to complete a training in preparation for testing center operations. More information for training may be obtained at 1-800-workkey or <http://www.act.org/workkeys/admin/private.html>.

TABE—STATE CORRECTIONS PILOT TESTING ONLY

McGraw Hill is an adult education and literacy vendor with a focus on educational assessment, publication, and reporting. They are the vendor that publishes the Test of Adult Basic Education (TABE) Forms 9 and 10 that will be utilized for federal reporting with the TOPSpro® Enterprise data management system. Iowa AEL programs that are in contractual agreements to serve the five state correctional facilities with the Department of Corrections, will collaborate with their respective state correctional institution personnel to obtain, enter, and report demographic, test, status, and information update for students assessed with TABE 9 and 10.

TABE professional development materials are available to train test administrators, proctors, and support staff. The TABE Teacher's Guides feature a complete set of reference materials for planning, administering, scoring, and reporting TABE assessments. Program coordinators are encouraged to work with correctional coordinators and instructors in state correctional facilities to ensure that TABE training requirements are met. Programs will become familiar with TABE requirements for administering assessments and instructional intervention practices. Information may be obtained at:

<http://www.ctb.com/ctb.com/control/ctbProductViewAction?p=products&productId=7946>.

Local programs will follow the training and certification requirements of the respective publishers. Test administration manuals and test security agreements will be followed in accordance with the publisher requirements.

TEST ADMINISTRATION MANUALS (TAM)

Local adult literacy programs will follow the test administration guidelines in the test administration manuals released by test publishers. All local adult literacy programs are required to maintain copies of TAMs onsite for all assessments used. TAMs provide quality control guidelines to ensure proper test utilization, administration, scoring, and interpretation of results.

TEST SECURITY AGREEMENTS

The Iowa Department of Education requires that all funded adult literacy programs sign assurance, certifications, and an annual test security agreement included in the local program plan. This agreement includes the following stipulations:

- The local adult education program director assumes responsibility for safeguarding all assessment materials, including Test Administration Manuals, and answer sheets (which contain certain marks or responses).
- All assessment materials are stored in a locked (preferably fireproof) file cabinet accessible to the program director or his/her designee (s).
- Staff administering assessments should return all materials immediately after use to the program director or his/her designees.
- All answer sheets and writing samples are treated as confidential until destroyed.
- No duplication of any test form or any portion of any test form is permitted for any reason.
- Inventory information concerning assessment materials will be supplied to the Iowa Department of Education when requested.
- Defaced materials may not be destroyed unless authorized by Iowa Department of Education.
- Programs may not use displays, questions, or answers that appear on any assessment to create materials designed to teach or prepare learners to answer test items. Instead, programs should use instructional resources provided by test publishers (e.g., Quick Search and other support materials) to link curriculum, assessment, and instruction.
- State of Iowa authorization for web-based assessment.
- Test Security agreements must be completed and submitted to the publisher when required for assessment administration. <http://training.casas.org/mod/questionnaire/view.php?id=6719>

QUALITY CONTROL PROCEDURES

Quarterly point-in-time snapshots of individual program data is reviewed for monitoring purposes. This procedure will ensure that the Iowa Department of Education can maintain compliance with federal guidelines for assessment policies.

Program administrators, TE Specialists, and authorized personnel (instructors, etc.) are able to run real time reports in TOPSpro® Enterprise:

- (1) to review data accuracy and comprehensiveness;
- (2) to benchmark attainment by instructor, class, instructional program and agency; and
- (3) to determine content standard and competency reports to guide instruction.

Coordinators are responsible for data review and verification weekly. Local programs are responsible for following the policies outlined in [Section 400: Data Monitoring and Reporting](#).

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Appendices

[Appendix A:](#) ABE/ASE Charts for Placement and Progress Testing

[Appendix B:](#) TABE Level 6 Completion Scores

[Appendix C:](#) ESL Charts for Placement and Progress Testing

[Appendix D:](#) Assessment Instruments Utilization Chart

[Appendix E:](#) Assessment Instruments Utilization Chart (Corrections Only)

[Appendix F:](#) Recommended Time Frames for Placement and Progress Testing

[Appendix G:](#) Recommended Time Frames for Placement and Progress Testing (Corrections Only)

[Appendix H:](#) Assessment Irregularity Documentation Form

[Appendix I:](#) Assessment Training Verification Form PY 2014 (File for Monitoring Purposes with applicable certifications.

[Appendix J:](#) Local Program Data Quality Checklist

[Appendix K:](#) National Reporting System (NRS) for Adult Education and Literacy

Appendix A: ABE/ASE Assessment Chart for Placement, Progress and Post Testing

1	2	3	4	5	6
ABE Beginning Literacy 0-1.9 Grade Level Equivalent	ABE Beginning Basic 2-3.9 Grade Level Equivalent	ABE Low Intermediate 4-5.9 Grade Level Equivalent	ABE High Intermediate 6-8.9 Grade Level Equivalent	ASE Low 9-10.9 Grade Level Equivalent	ASE High 11-12.9 Grade Level Equivalent
Scaled Score Ranges for Placement and Completion					
CASAS Reading: 200 and below Math: 200 and below	CASAS Reading: 201-210 Math: 201-210	CASAS Reading: 211-220 Math: 211-220	CASAS Reading: 221-235 Math: 221-235	CASAS Reading: 236-245 Math: 236-245	CASAS Reading: 246-255 Completion: 256+ Math: 246-255 Completion 256+
			WorkKeys® Reading: 75-78 Math: 75-77	WorkKeys® Reading: 79-81 Math: 78-81	WorkKeys® Reading: 82-86 Completion 87+ Math: 82-86 Completion 87+
Corrections Only					
TABE 9/10 Reading: 367 and below Total Math: 313 and below Language: 389 and below	TABE 9/10 Reading: 368-460 Total Math: 314-441 Language: 390-490	TABE 9/10 Reading: 461-517 Total Math: 442-505 Language: 491-523	TABE 9/10 Reading: 518-566 Total Math: 506-565 Language: 524-599	TABE 9/10 Reading: 567-595 Total Math: 566-594 Language: 560-585	TABE 9/10 Reading: 596+ Total Math: 595+ Language: See Appendix B for TABE Level 6 Completion Scores

Appendix B: TABE Level 6 (Adult Secondary Education—High) Completion Scores

TABE	9 Survey	9 Complete Battery	10 Survey	10 Complete Battery
Reading	676*-812	713*-812	653*-812	700*-812
Math	691*-775	701*-775	668*-775	707*-775
Language	621*-826	685*-826	654*-826	692*-826

* denotes the cut off score for showing Level 6 completion

Appendix C: ESL Assessment Chart for Placement, Progress and Post Testing

1	2	3	4	5	6
ESL Beginning Literacy	ESL Low Beginning	ESL High Beginning	ESL Low Intermediate	ESL High Intermediate	ESL Advanced
Scaled Score Ranges for Placement and Completion					
CASAS Reading: 180 and below Listening: 180 and below	CASAS Reading: 181-190 Listening: 181-190	CASAS Reading: 191-200 Listening: 191-200	CASAS Reading: 201-210 Listening: 201-210	CASAS Reading: 211-220 Listening: 211-220	CASAS Reading: 221-235 Listening: 221-235
Corrections Only					
Scaled Score Ranges for Placement and Completion					
TABE CLAS-E Reading: 250-392 Writing: 200-396 Total Listening and Speaking: 230-407	TABE CLAS-E Reading: 393-436 Writing: 397-445 Total Listening and Speaking: 408-449	TABE CLAS-E Reading: 437-476 Writing: 446-488 Total Listening and Speaking: 450-485	TABE CLAS-E Reading: 477-508 Writing: 489-520 Total Listening and Speaking: 486-525	TABE CLAS-E Reading: 509-557 Writing: 521-555 Total Listening and Speaking: 526-558	TABE CLAS-E Reading: 558-588 Writing: 556-612 Total Listening and Speaking: 559-600

Appendix D: Assessment Instruments Utilization Chart

	Program Type	Functioning Level	Instrument Use
CASAS	ESL ABE/ASE	All Levels All Levels	Placement and Progress Placement and Progress
Official GED® Test	ASE High HSED	Level 6	Progress
HiSET®	ASE High HSED	Level 6	Progress
WorkKeys®	ABE/ASE	Level 4, 5, 6	Placement and Progress

Appendix E Assessment Instruments Utilization Chart—Corrections ONLY

	Program Type	Functioning Level	Instrument Use
TABE 9/10	ABE/ASE	All Levels	Placement and Progress
TABE CLAS-E	ESL	All Levels	Placement and Progress
Official GED® Test	ASE High HSED	Level 6	Progress
HiSET®	ASE High HSED	Level 6	Progress
WorkKeys®	ABE/ASE	Level 4, 5, 6	Placement and Progress

Appendix F: Recommended Time Frames for Placement and Progress Testing

Assessment	Recommended Time Frame	Contact Information
ACT Work-Keys®	We typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.	Barb Ciha Placement Programs Barb.ciha@act.org
CASAS	<p>40 hours minimum; 70-100 hours recommended. Allow exceptions for courses with different schedules and intensity; e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post test.</p> <p>Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.</p> <p>Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction may choose to progress test at the end of the instructional period.</p> <p>Programs may choose to assess students who indicate they are leaving the program before the scheduled post test time to maximize collection of paired test data.</p>	Linda Taylor Director of Assessment Development CASAS 800-255-1036 x186 ltaylor@casas.org www.casas.org

Appendix G: Recommended Time Frames for Placement and Progress Testing—Corrections ONLY

Assessment	Recommended Time Frame	Contact Information
TABE	<p>If the pre– and post test are for the same level but using a different form (e.g., TABE 9 Level M to TABE 10 Level M): 40 hours minimum for ABE levels 1-4, 30 hours minimum for ASE levels 5-6.</p> <p>If the pre– and post test are for the same level and use the same form (e.g., TABE 9 Level M to TABE 9 Level M): 120 hours.</p> <p>CTB/McGraw-Hill suggests the pre and post test guidelines as Best Practices recommendations based upon the feed back and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</p> <p>If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.</p>	<p>Aaron Hartman Evaluation Consultant CTB McGraw-Hill Aaron.hartman@ctb.com 512-370-4110</p>
TABE CLAS-E	<p>If the pre and post test are for the same level but using a different form (e.g., TABE CLAS-E Form A Level 3 to TABE CLAS-E Form B Level 3), 60-95 hours are recommended. 50 hours minimum.</p> <p>If the pre– and post test are for the same level and use the same form (e.g., TABE CLAS-E Form A Level 3 to TABE CLAS-E Form A Level 3), 100-140 hours are recommended.</p> <p>CTB/McGraw-Hill suggests the pre and post test guidelines as best practices recommendations based upon practitioner feedback. The purpose for assessing with TABE CLAS-E will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.</p> <p>If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However CTB strongly encourages some instructional time in order to avoid a practice effect.</p>	<p>Aaron Hartman Evaluation Consultant CTB McGraw-Hill Aaron.hartman@ctb.com 512-370-4110</p>

Appendix H: Assessment Irregularity Documentation Form

Adult Education and Literacy Assessment Irregularity Documentation Form

Adult literacy educators must document reasons for ALL post-assessments administered prior to the minimum required 40 hours of instruction as stipulated in *the Iowa Assessment Policy Guidelines*. Post assessment before 40 hours is restricted to ONLY the approved reasons provided below.

This form must be filed with the student's records. A copy will be emailed to the federal data reporting consultant to remain on file for desk-top and on-site monitoring. The original must be attached to the student record filed on site at the local program.

Instructions: Fill in student's name and college issued student identification number (**DO NOT USE SSN**).

1. Indicate approved exception
2. Complete the instructor section and sign
3. Complete coordinator signature section
4. Email to alex.harris@iowa.gov

Student Name: _____ **Student ID#:** _____

Assessment Used: _____ **# of Instructional Hours:** _____

Reason (s) for progress/post testing exception (check all that apply): (Except in cases of pre-approved batch correction, deleting or changing original student records is expressly prohibited).

√	Exception Guidelines	Specifics (Circle one or more when applicable)	Time Frame parameters for pre/post or retesting	Program Action Requirements
	Student pre test scale score is at ASE High	Student pre test on CASAS is 246 or above Student pre test on Work-Keys® is 82 or above.	High school equivalency diploma test battery is administered upon student demonstration of proficiency on official practice tests of the vendor.	Enter HSED modality and date of assessment into TE®.
	Retest results in an invalid or * score.	Pre test scaled score falls below the accurate score range (<180)	Retest upon student demonstration of skill increase. TE® automatically invalidates * pre test. TE® recognizes the first pre test in which the student scores within the accurate range.	Enter into TE® Keep all assessment records (valid and invalid) in student file for 3 years. Enter hours of instruction, monthly, into TE®.
	Pre test results in a CASAS "Conservative Estimate" or "Diamond" score.	Student's CASAS scaled scores are above the CASAS accurate scaled score range.	Retest with a higher level assessment before any hours of instruction	Scan and enter all CASAS assessments in TE®. .
	eTests Online Assessment—Inaccurate program action	Personnel scored and saved an incomplete student assessment (All assessments must be saved without scoring for completion at a later date).	Retest prior to instructional intervention for accurate placement.	Document staff training that occurred to prevent premature scoring of incomplete assessments in eTests Online. (Date, time, training given, instructor signature).

Instructor Name (please print): _____ Community College _____

Signature: _____ Date: _____

Adult Education and Literacy Coordinator's Signature: _____

Appendix J: Local Program Data Quality Checklist—Student Intake

Task ID		Task Description	Information Required	Assigned to:	Due Date	Status
Paper	TE	Intake	Information Required	Instructor, Coordinator or TE Specialist	Entry into TE	Not Started In Process Complete
E 1-9	SI	Demographics	Name, address, phone, SID, SSN, DOB, Gender, Tehnicity, Race, Native Language, Highest Year of School, School Outside US, Highest Degree or Diploma, Earned outside US	TE Specialist	7-1-2013	In Process
E 12, 15	SR	Goals and Labor Force Status	Primary goal, secondary goal, labor force status			
E 13	SR	Special Program Entries	<i>None, jail, community corrections, state corrections, homeless program, family literacy, workplace education, tutoring, distance learning, special needs, alternative education (K-12), non-traditional training, EL Civics, Carl Perkins, Even Start, other</i>			
E 14	SR	Personal Status Entries	TANF, Other public assistance, WIA IB, Rehabilitation, Enrolled in High school/k-12, dislocated worker, veteran, physically disabled, learning disabled, displaced homemaker, single parent, <i>other</i>			
	SI	Release of Information	Signed and maintained in the Student File System.			
	SI	Prior Written Consent/Follow up Notification	Core measure cohorts—student is informed at intake that student information may be subject to follow-up measurement to determine program outcomes. Student is informed that information is reported in aggregate form and student is not personally identified in publications or reports.			
E 12	SR	Postsecondary	Instructor identifies resources within the program and externally for assisting learners who have identified postsecondary education as a goal.			
E 12	SR	Employment Goals	Instructor identifies and shares resources within the program and externally for assisting learners who have identified employment goals.			
		Learner Needs	Includes counseling of learners to identify needs and follow-up throughout the program year.			

Appendix J: Local Program Data Quality Checklist—Assessment

Task ID		Task Description	Information Required	Assigned to:	Due Date	Status
Paper	TE	Assessment	Information Required	Instructor, Coordinator or TE Specialist	Entry into TE	Not Started In Process Complete
T	T	Pre tests	NRS approved pre tests are administered before instructional intervention			
T	T	Progress tests	NRS approved alternate forms are administered after appropriate hours of instructional intervention.			
T	T	Paired Accurate Progress Tests	Learner is administered progress test resulting in paired accurate scores.			
T	T	Learning Gains	Learning gains evaluated and shared with student.			
T	FTM	Level Completion	Level completions evaluated and shared with student.			
U 9	PR	Program Outcomes	Program outcomes evaluated and discussed with student at least quarterly and at the end of the program year.			
		Table 4 NRS Performance Report	Level completion of student reflected on Table 4 (all AEFLA eligibility criteria met).			
U 14	SI	HSED Status	Sub-sections of HSED test battery attempted and passed entered into TE. Sub-sections of HSED test battery, modality and date of assessment entered into TE.			
U 15	NYA	High School credits earned	Number of credits earned through adult high school diploma program (excludes alternative high school programs in which credits are reported back to the local school district for use to award a diploma through the local school district)			

Appendix J: Local Program Data Quality Checklist—Program Information, Instructional hours and

Task ID	Task Description	Information Required	Assigned to:	Due Date	Status
Paper	TE	Program Information	Instructor, Coordinator or TE Specialist	Entry into TE	Not Started In Process Complete
E 17	CE	Class Enrollment			
E 2	Org	Instructor Class Assignment			
E 11	PE	Program Enrollment			
Paper	TE	Instructional Hours	Instructor, Coordinator or TE Specialist	Entry into TE	Not Started In Process Complete
U 5	CR	Attendance			
Paper	TE	Status in Program Year	Instructor, Coordinator or TE Specialist	Entry into TE	Not Started In Process Complete
U 7	PE	Program Status			
U 4	PE	Exit Students without 90			
U 4	PE	Exit Date			
U 13	PE	Exit Reason			

Appendix K: National Reporting System for Adult Education and Literacy



About the NRS

What is the NRS

The NRS is an outcome based reporting system for the state-administered federally funded Adult Education program.

What does the NRS Do?

The NRS Tracks five important outcomes for adult learners

- Educational Gain
- Enter Employment
- Retain Employment
- Obtain a Secondary Credential
- Enter Postsecondary Education

... to determine what is already **working well** for adult learners, and where we can **make improvements** to support adult learning and the adult education system.

Big Picture of the NRS

Staff at the federal, state, and local levels use **data** to inform **decision making** and to **improve** adult literacy programs

Federal Level

Develop framework and measures for the NRS Provide training, technical assistance, materials development, quality control of state data collection efforts Maintain a database on the performance of adult education nationally and by state

State Level

Establish policy, provide guidance, and train staff for adult education including assessments Select, collect, and report on outcomes and secondary measures and use them for program improvement Provide staff development and technical assistance to local programs

Ensure data is valid, reliable, and of high quality

Local Level

Collect and maintain high quality data Develop and support MIS to collect and report data Follow state policy for assessing students and conducting follow up Use data for program improvement to support effective adult learning

Visit us online at www.nrsweb.org

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